



Prepared by
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**Flex Day Workshop Evaluation Fall 2012 for
*Applying to CSU/UC System, What Happens After a Student Hits Submit?***

Overview: On October 23, 2012, Crafton Hills College faculty and staff participated in a Flex Day workshop entitled *Applying to CSU/UC System, What Happens After a Student Hits Submit?* The workshop was organized by Transfer Center Coordinator Mariana Moreno and featured representatives from Cal Poly Pomona, Cal State San Bernardino, UC Riverside, and the University of Redlands.

Methodology: Following the workshop, participants were asked to complete a paper survey. Participants wrote the name of the session, the last name of the presenter, and the date. The next item asked respondents their primary function at CHC (full-time faculty, part-time faculty, classified or confidential staff, or manager/administrator). Respondents then rated on a four-point Likert scale (4 = Strongly Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree) the degree to which they agreed or disagreed with the following statements:

- The topic was relevant and timely
- The presenter's knowledge of the subject was excellent
- The handouts and materials were useful
- The presentation style and techniques used by the presenter were appropriate for the topic being presented
- The information presented was useful for my professional development
- The information presented was useful for my personal development
- I would recommend this workshop to my co-workers

Respondents then answered four open-ended questions:

- What did you learn as a result of participating in this workshop?
- What suggestions do you have, if any, to help make this workshop more productive?
- What other topics/activities would you like to see offered through Professional Development?
- What topics would you like to see offered on the next flex day?

A total of 14 CHC employees completed surveys.

Sample: More than half (57%; 8 out of 14) participants were full-time faculty. The rest were evenly split between part-time faculty and classified or confidential staff (3 participants each; 21%) No other demographic information was collected.

Findings: Participants rated their satisfaction with the presenter, the materials, and other aspects of the workshop; these results are presented in Table 2. The first column lists the statements, the second column (i.e., "N") shows the number of faculty and staff who responded to the item, the column entitled "Min" shows the lowest response on the scale, the column entitled "Max" shows the highest response on the scale, the column "Mean" shows the average rating, and the last column shows the standard deviation. Respondents rated whether or not they agreed with the statements on a four-point Likert scale as follows: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree. If the Min (i.e., lowest) score was a "3", that means that none of the respondents disagreed or strongly disagreed with the statement. If the Max score was a "4", that means that at least one respondent strongly agreed with the statement. As an illustration, if the mean score was 3.65, that would indicate that, on average,

respondents either agreed or strongly agreed with the statement. The table is arranged by Mean score in descending order.

As shown in Table 1, participants' evaluation of the workshop was very positive. Every participant strongly agreed that the presenter's knowledge of the subject was excellent and that the topic was relevant and timely. In addition, all respondents agreed or strongly agreed that the presentation style and techniques were appropriate (mean = 3.86), that the handouts and materials were useful (mean = 3.83), that the information was useful for their professional development (mean = 3.79), and that they would recommend the workshop to co-workers (mean = 3.69). All but one participant agreed or strongly agreed that the workshop was useful for their personal development (mean = 3.38).

Table 1: Satisfaction with Workshop.

Please rate your level of agreement with the following statements:	N	Min	Max	Mean	SD
The presenter's knowledge of the subject was excellent.	14	4	4	4.00	.00
The topic was relevant and timely	14	4	4	4.00	.00
The presentation style and techniques used by the presenter were appropriate for the topic being presented	14	3	4	3.86	.36
The handouts and materials were useful	12	3	4	3.83	.39
The information presented was useful for my professional development	14	3	4	3.79	.43
I would recommend this workshop to my co-workers	13	3	4	3.69	.48
The information presented was useful for my personal development	13	2	4	3.38	.77

In the first open-ended question, participants were asked what they learned as a result of participating in the workshop. The following is a complete list of responses:

- That Mariana rocks! (Oh, and that it's getting more and more difficult to get into ALL universities)
- Transfer requirements for various universities
- What students can expect after applications submission
- In most cases, students must have a GPA (much) higher than minimum.
- Certain requirements for "local" vs. "non-local" student pertaining to transfer
- In depth transfer info
- Transfer requirements for CSU, UC and Redlands
- Updates on 4 yr. admission requirements and selection criteria
- What happens after transfer students submit their applications...specific to campuses
- Need for students to be aware and pro-active.
- The various perspectives were enlightening.
- Be more demanding in class.

The next question asked for suggestions to make the workshop more productive. The following is a complete list of responses:

- Give copy of questions to presenters ahead of time to help them stay focused. Allow them to introduce themselves and their institutions, then (unreadable) questions.
- More time (2 respondents)
- No suggestions—great sessions
- Stricter time limits on answering each question
- Very informative and relevant to me as a transfer advocate

- It was super.

The last two open-ended questions asked participants what other workshops they would like to see offered by Professional Development and what topics they would like to see covered in Flex Day workshops in the future. Although the questions were asked separately, all responses are combined in the following list for the sake of brevity.

- SLO's for dummies--start at the beginning w/out the jargon
- Someone with a practical approach (no offense, but not [person's name] or [person's name])
- How to increase student engagement
- What demands that are made in the classroom
- The reality of transfer